

## TBL UNIT PART 2

### 1. TITLE OF THE UNIT/PART OF A BIG UNIT (USUALLY ONE WEEK)

WRITING A FORMAL LETTER

### 2. VALUE OF THE UNIT IN THE WHOLE TERM

10%

### 3. VALUE OF EACH PART OF THE UNIT

- a) iRAT: 0,4
- b) tRAT: 0,2
- c) Application Activities: 0,4

### 4. DEFINING THE DESIRED STUDENT LEARNING OUTCOMES (SLOs)

- Think of what you want your students **to be able to do** at the end of the unit.
- You can use **Bloom's taxonomy**, selecting the cognitive level and choosing the appropriate verbs
- **Some practical tips:**
  - Focus on high order cognitive levels (create, evaluate, analyse, apply)
  - Make sure that they are behaviourally oriented (to be able to do something). The important thing is not knowledge but what students are able to do with it
  - Avoid verbs that are vague or only concern a theoretical stance (understand, familiarise, command, know...)
  - Use verbs describing observable, measurable, and assessable actions
  - Be ambitious but also realistic (4-5??)
  - Remember: all of them should be directly addressed by the application activities

**At the end of this unit, students will be able to...**

1. distinguish the different parts of a formal letter.
  2. write using the different writing conventions (margins, paragraphs, capital letters, indenting or skipping a line between paragraphs, sender's address, recipient's address).
  3. write a formal letter as demanding as possible and demonstrate they know how to write a good formal letter of complaint or request.
  4. evaluate pieces of writing written by others.
- ... apply the theory to solve real-life, everyday problems that they can encounter

## 5. CREATING 4S APPLICATION ACTIVITIES

### FEATURES OF A GOOD APPLICATION ACTIVITY

**1<sup>ST</sup> SCENARIO:** SIGNIFICANT FOR BOTH THE SUBJECT AND THE STUDENTS. Otherwise, learning is neither meaningful nor long lasting

- For the subject: it requires the application of relevant theoretical concepts
- For students: theory is connected to the students' interests and concerns
  - In vocational education or HE: prospective professionals and specialists
  - In the Baccalaureate: school context but also real-life, everyday problems

**2<sup>ND</sup> PROBLEM:** PRACTICAL RATHER THAN THEORETICAL, asking to put knowledge at the service of action to decide what to do to better address a situation that students may encounter

- The question should start by asking for a **justification** ("Justify what you would do...")
- Advisable: students write up the arguments of their shared decision before reporting it
- Optimal: selecting **the best option** (to evaluate) rather than identifying the correct one

**3<sup>RD</sup> OPTIONS:** AS PLAUSIBLE AS POSSIBLE (to make students reflect and discuss)

- If possible, expressing different **courses of action** in the light of theory
- The less information, the better (the more students must provide by themselves)
- There could be two options equally preferable (fostering both within and between team discussion)

- You must first identify the SLO(s) addressed by each activity to ensure that they align with them and that **ALL** of them are addressed.

### ACTIVITIES

In the EvAU exam you are likely to be asked to write a formal request or complaint letter in part 5 as one of your pieces of writing. You are really concerned about that and would like to get 4 out of 4 points in your piece of writing.

- ✓ In your teams write a formal letter as demanding as possible trying to leave something improvable but which is not too obvious (it could be cohesion, coherence, linkers, paragraphs, margins, capital letters, indenting or skipping a line between paragraphs, language etc.)
- ✓ You have to write about topic a).

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CURSO: 2019 - 2020

Opción A /A aukera

## MAGALUF: THE UK'S FAVOURITE HOLIDAY SPOT

5. Write a composition of about 150-200 words on ONE of the following topics (4 points).

a. Imagine you live in the centre of Magaluf (where discos, clubs and pubs are) and you have to deal with the noise at nights. Write a formal e-mail to the mayor, explaining your problem and asking him or her to take some measures.

b. Mass tourism in small cities. Write about the pros and cons it involves.

- ✓ Once you have written your formal letter, write a question to ask the other teams to justify what would be the most improvable aspect in your formal letter with four or five options for them to choose.
- ✓ If all the teams get the correct answer you get no punctuation. If none of the teams get the correct option and you justify it properly, you get 2 extra points. If some get it right and some wrong, you get 1 point.
- ✓ Give feedback to your classmates considering the chart below:

CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANIZATION	LANGUAGE

- ✓ Choose the best one for you. The one that gets more likes, gets an extra point.

They will be the ones creating the Application Activities.

### 6. CREATING THE TESTS FOR THE RAP (iRAT and tRAT)

- It is critical that good students have a good experience: **always designed to reward those who have studied** and, if possible, to penalise those who haven't.
- It must concern Bloom's lower order cognitive domains (remember, understand, apply)
- A couple of difficult questions to foster discussion in the tRAT

- Focused on important, essential concepts and foundational to the application activities;
- Items must be well written, straight forward, positively worded, and unambiguous;
- Negative wording or important details in the question must be highlighted (eg. in **bold**);
- Items can include distracters for those who have not studied
- All the options of an item should have a similar length;
- When online, we should randomise the order of questions and options;
- Items must be independent of each other throughout the test;
- Time should not be a relevant issue for those who have studied;
- **Advisable for a one-week unit: 10 minutes tests with 10 items and 4 options per item**

**6.1. To ensure that only Bloom’s lower order cognitive domains are dealt with and that only a couple of questions concern “apply”, you can complete the following chart**

CONTENTS	Number of the items		
	Remember	Understand	Apply
Different types of formal letters	1	5	
Layout of a formal letter	2	3 , 4, 8,9	
Cohesion and coherence			6
Checklist		7,10	

## 6.2 Test

1. What type of formal letter may you be asked to write in EvAU?
  - a) Enquiry and cover letter
  - b) Complaint and enquiry letter**
  - c) Promotion and recovery letter
  - d) Complaint and order letter
2. How do you finish a letter that begins Dear Sir or Madam?
  - a) Yours faithfully,**
  - b) Kisses,
  - c) Yours sincerely,
  - d) Write back soon,
3. Where would you include a short sentence to give a quick gist of the content of the letter? In the...
  - a) Receiver’s address
  - b) Greeting
  - c) Subject**
  - d) Introduction
4. What is the correct layout in a formal letter?
  - a) Receiver’s address, sender’s address, greeting, subject, introduction, body, closing, conclusion, signature
  - b) Sender’s address, receiver’s address, subject, greeting, introduction, body, conclusion, closing, signature**

- c) Sender's address, receiver's address, greeting, subject, introduction, body, closing, conclusion, signature
- d) Receiver's address, sender's address, greeting, subject, introduction, body, conclusion, signature, closing.
5. Which of the following statements best describes what an enquiry letter is written for?
- a) It is a formal letter written to confirm the list of items you would like to purchase.
- b) It is a document sent alongside your CV when applying for jobs. It acts as a personal introduction and helps to sell your application.
- c) It is a letter written to concern people if we are not satisfied with the service provided by them.
- d) **It is what we send to a person or a company when we need more information about a product or service offered by that person or company. These letters are often written in response to an advertisement.**
6. What is the most probable effect of giving unnecessary background information and writing a long letter?
- a) The reader may understand what you are really writing for.
- b) **There's a chance that this letter will be set aside and not read quickly.**
- c) The reader may think you are not a good writer.
- d) The reader may think you are not professional enough.
7. Which of the following items should be included in a checklist?
- a) Layout items.
- b) Language items.
- c) Content items.
- d) **All of them are correct.**
8. Where would you find the following sentence in a formal letter?  
*".....I would like a refund of the difference as soon as possible".*
- a) When introducing your reason for writing
- b) In the background information
- c) **When you mention what you'd like to happen**
- d) When you explain what went wrong
9. Which one of these CAN'T you use in a formal letter?
- a) Formal English
- b) **Contractions**
- c) A proper complimentary close
- d) Personal information
10. Where are you more likely to find this statement in a checklist?  
*"I started the letter with a salutation or greeting"*
- a) **In the organisation section**
- b) In the language section
- c) In the content section
- d) In any of them

## 7. SELECTING/EDITING ADVANCED MATERIALS

- Available one week before the iRAT
- Very well focused and adapted to the individual, home learning
- Individual prework must be reasonable, avoiding discouraging students (90-120 minutes)

Types of materials:

Word document with links for videos on how to write a formal enquiry or complaint letter.  
Powerpoint with theory on how to write a formal letter.

**Expected time for individual prework (being realistic is critical): no more than 90 minutes**